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ABSTRACT

A statewide study was conducted to assess the extent of services offered by Education Information Centers (EICs) in Ohio. The following four objectives guided the project activities: (1) to catalog, describe and analyze current statewide resources and services for providing educational information, guidance, counseling, and referral services to all individuals in Ohio; (2) to assess, through surveys and site visits, statewide needs for educational information, guidance, counseling and referral services of a representative sample of all individuals in Ohio; (3) to study the feasibility and requirements of a statewide educational information system, including relationships between providers and integration for system components; and (4) to suggest alternative models for delivering statewide educational information with regard to the factors of multiple sources and providers, diverse consumer needs and limited resources. (The final report of this study is presented in five parts. This document, Part I, includes an overview of the purpose of the study, the legislation authorizing EICs, and the rationale for using Standard Metropolitan Statistical Areas as the basis for analysis. This document also reviews pertinent literature which supports and examines various aspects of the study, including the typical populations served and techniques used by other states for providing educational/career information and counseling. However, the main purpose of Part I is to describe the procedures and outcomes of the study.) (BM)

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STATUS OF CAREER AND EDUCATION INFORMATION SERVICES FOR OHIO CITIZENS

PART I: REPORT TO THE OHIO BOARD OF REGENTS

BY

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Abstract

The first of a five-part report to The Ohio Board of Regents, Part I describes the procedures and outcomes of an assessment of Education Information Centers (EICs) in Ohio. Conducted during March - June 1979, by The National Center for Research in Vocational Education, the assessment included site visits, mailed surveys, meetings with state agency officials and out-of-state consultants.

Part I also provides a background for the study, with discussion of the federal legislation (P.L. 94-482) establishing EICs, the components of EICs, and the rationale for using SMSAs for division of the state into service areas. The study was supported with a thorough review of literature which examines pertinent aspects of EICs, the postsecondary population, and current practices across the nation.

The other four parts of the report, submitted June, 1979, are:

Part II: Planning for Career Education Information Services for Ohio Citizens, which develops models for organizing these existing services, with necessary additions or changes, as prescribed by federal legislation (P.L. 94-482);

Part III: Appendices to the Career and Education Information Services for Ohio Citizens Report, which contains maps, bibliographies, lengthy lists, and miscellaneous items;

Part IV: Directory of Organizations Providing Education Information/Career Counseling Services to Ohio's Postsecondary Population (1979) which lists over 350 organizations identified in this study;

Part V: Synopsis of Career and Education Information Services for Ohio Citizens Report, which summarizes the essential findings in Parts I and II.

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Foreword

The Education Information Centers (EICs) program, supported by the Education Amendments of 1976 (P.L. 94-482), provides for the planning and establishment of career guidance and counseling services to Ohio's postsecondary population. We are pleased to work with the Ohio Board of Regents, to be mutually responsive to these needs, and utilize the resources of the National Center.

We appreciate the time and cooperation of the many state agencies, and center personnel for their contributions of information and insight provided in person or through the surveys returned.

Recognition is given to the project staff for their efforts in completing this work: Ida Halasz-Salster, Paula Kurth, and Carl Oldsen, and the advisory assistance of Wesley Budke and Marla Peterson.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

CHAPTER I

INTRODUCTION

Increasing numbers of adults are turning to education or training for self-renewal, skills to advance in their careers, or skills to change their careers. Many need to know what educational services or training opportunities are available in their local areas. Some need help in deciding among the varied and diverse educational and career opportunities available. They also may need help in appraising their abilities and interests, and in making the transition between vocational and/or avocational pursuits. These concerns are made urgent by the rapid changes in the labor market and by the proliferation of educational and training programs in the state.

How do adults find answers to these concerns in Ohio? What organizations provide education/training information and counseling to understand the myriad of possible opportunities? Which of these organizations provides reliable, unbiased, free or low cost information and services?

In response to the need to answer these questions, The Ohio Board of Regents, designated with the authority to coordinate Education Information Centers in the state, announced a request for proposals from eligible agencies. The RFP set forth two major tasks to be accomplished by the successful bidder:

(1) to provide a framework for assessing the kinds and quality of services provided by existing Educational Information Centers (EIC) and

(2) to develop a model for establishing new centers as prescribed by the Educational Amendments of 1976 (P.L. 94-482).

The National Center for Research in Vocational Education (NCRVE), The Ohio State University, received the contract to conduct the two-part study on February 12, 1979. The final report to The Ohio Board of Regents would encompass the scope of work of both studies with the following overall objectives:

1. To catalog, describe and analyze current statewide resources and services for providing educational information, guidance, counseling and referral services to all individuals in Ohio.

2. To assess, through surveys and site visits, statewide needs for educational information, guidance, counseling and referral services of a representative sample of all individuals in Ohio.

3. To study the feasibility and requirements of a statewide educational information system, including relationships between providers and integration for system components.

4. To suggest alternative models for delivering statewide educational information with regard to the factors of multiple sources and providers, diverse consumer needs and limited resources.

The final report is presented in five parts for ease of handling and distribution. The first, Part I: Status of Career and Education Information Services for Ohio Citizens, inventories and describes existing services which constitute, to some degree, EICs. The second, Part II: Planning for Career and Education Information Services for Ohio citizens, develops a model for organizing these existing services, with necessary additions or changes, as prescribed by federal legislation (P.L. 94-482). The third is Part III: Appendices to the Career and Education Information Services for Ohio Citizens Report. The fourth is Part IV: Directory of Organizations Providing Education Information/Career Counseling Services to Ohio's Postsecondary Population (1979), which lists over 350 organizations identified in this study. Part V, which summarizes the essential findings in Parts I and II, is Synopsis of Career and Education Information Services for Ohio Citizens Report.

Part I: Status of Career and Education Information Services for Ohio Citizens of this report provides an overview of the purpose of this study, the legislation authorizing EICs and the rationale for using SMSAs. It reviews pertinent literature which supports and examines various aspects of the study, including the typical populations served and techniques used by other states for providing educational/career information and counseling.

The main purpose of Part I, however, is to describe the procedures and outcomes of the study. These include the questionnaire used to survey over 190 organizations which provide some degree of EIC type services in Ohio, site visits to over 35 organizations located in Ohio, and conferences with heads of a number of Ohio's state agencies linked in some way to the current or future delivery of EIC type services. Outcomes of the study are discussed and displayed in tables indicating results of the formal survey. A number of maps which illustrate the geographic distributions of organizations and services are also discussed, but, for the sake of manageability, are included in a separate part of this report, Part III: Appendices to the Career and Education Information Services Ohio Citizens Report.

EIC Legislation

The Education Amendments of 1976 (P.L. 94-482) contain federal legislation authorizing Educational Information Centers Programs. Each state submitting an approved plan for an EIC program received a grant to pay the federal share of the cost of planning, establishing and operating EICs "to provide educational information, guidance, counseling, and referral services for all individuals" (P.L. 94-482, 1976). The federal grants, set at $45,454 per state for fiscal year 1978-79, constituted two thirds of the total budget, with each state supplying another third in matching funds. In Ohio the matching funds were composed chiefly of contributed time by Regents' staff and by personnel in cooperating organizations throughout the state.

The Ohio Board of Regents is responsible for the administration of the EIC Program in the state. The Board is the planning and coordinating agency for postsecondary education in Ohio which encompasses higher education, technical education and occupational training for adults. The Board's "State Plan on Educational Information Center Network in Ohio" discusses the activities necessary to systematically develop the program. Of these, the first priorities for FY 1979 are to assess consumer needs, to catalogue existing services throughout the state, and to develop recommendations for effective organization and operation of local centers.

The Board's State Plan recognizes the P.L. 94-482 legislation which defines the term "Education Information Center" as an institution or agency, or combination of institutions or agencies, organized to provide services to a population in a geographic area no greater than that which will afford all persons within the area reasonable access to the services of the Center. Services which may be provided directly by the Center or by way of contact with organizations include:

> (1) information services designed to seek out and encourage participation in full-time and part-time postsecondary educaton or training of persons who could benefit from such education or training if it were not for cultural or financial barriers, physical handicaps, deficiencies in secondary education, or lack of information about available

programs or financial assistance.

(2) information and referral services to persons within the area served by the Center, including:

(A) postsecondary education and training programs and procedures and requirements for applying to such programs

(B) available Federal, State, and other financial aid, including information on procedures for applying for such aid

(C) available assistance for job placement or gaining admission to postsecondary education institutions including those offering professional, occupational, technical, vocational, work-study, cooperative education, or other education programs designed to prepare persons for careers, retraining, continuing education, or upgrading of skills

(D) competency-based learning opportunities, including testing of existing competencies for the purpose of certification, awarding of credit, or advance placement in postsecondary education programs

(E) guidance and counseling services to assist persons in identifying postsecondary education or training opportunities, including part-time opportunities for individuals who are employed, appropriate to their needs and in relationship to each individual's career plans

(F) remedial or tutorial services designed to prepare persons for postsecondary education opportunities or training programs.

As stated in the Board's State Plan, the ultimate goal of the EIC program "is to foster the coordination and expansion of all available public and private efforts which make information and counseling services concerning career and learning options available to citizens of the state" (The Ohio Board of Regents 1978).

Education Information Centers

Education Information Centers (EICs) are defined in very general terms in P.L. 94-482. As the exerpts from this legislation and quotes from the review of literature imply, EICs may include all or some of a variety of services identified as useful to adults seeking information and/or counseling when deciding to attend any type of postsecondary institution or to make changes in their careers.

For the purposes of this study, EICs are defined as organizations (agencies, institutions, etc.) whose primary mission is to offer any or all of the following services and information at no cost, or, in some cases, for a fee which is paid either by the client or a third party:

(1) information about postsecondary institutions: admissions, requirements, costs, courses and degrees or certificates offered in any format, i.e., handouts, books, pamphlets, periodicals, manual files, computerized files,

(2) information about careers: education or training required, descriptions of specific occupations and labor market needs in region, state or nation in any format,

(3) information about financial aid: application procedures and requirements for acquiring grants, scholarships, loans, CETA sponsorships, work study programs, etc., in any format

(4) information about training opportunities: CETA, apprenticeships, on-the-job traing programs, etc., in any format,

(5) information about labor market projections and opportunities: providing local, regional, state, and/or national job placement and projections information supplied by the U.S. Dept. of Labor and Ohio Office of Manpower Development in any format.

(6) computerized information system services: online, interactive or offline retrieval of information about career, education, job outlook, etc., supplied by commercial software producers such as OCIS, COIN, etc.

(7) educational counseling: help in making decisions about options concerning postsecondary institutions, courses of study, training programs, degrees or certificates, etc.

(8) career counseling: help in making decisions about specific occupations or careers preferred and the concomitant decisions regarding lifestyle, etc.

(9) testing (and interpretation): of interests, abilities, and/or aptitudes using standardized or locally produced tests,

(10) G.E.D. (General Educational Development): preparation and testing for certificates which document high school equivalency for adults,

(11) C.L.E.P. (College Level Examination Program): preparation and testing for college credit by examination,

(12) client advocacy: intervening for clients with representatives of other organizations and agencies providing related services, postsecondary institutions, or business/industrial organizations,

(13) seminars, workshops: organizing and presenting topics pertaining to educational and career options, coping with the resultant changes, job skills renewal, etc.

(14) courses: for credit or non-credit about returning to school, career related and personal adjustment-to-changes concerns, i.e., "Mid-life Career Planning."

(15) support groups: organizing and facilitating discussion groups to provide support and peer guidance for career, education, and societal role change concerns,

(16) referrals: to and from other organizations offering complementary EIC services or other services such as legal aid, childcare, mental health counseling, etc.

Although it would be ideal to insist upon impartiality as part of the definition of EICs, this study reveals that few

of the organizations identified in Ohio do indeed provide totally impartial information. To include impartiality as a criterion, therefore, would mean eliminating many organizations that do offer otherwise reliable and highly useful services to the population in their geographic region.

For the most part, organizations offer services and information that seem to cluster together, such as providing information about higher education institutions, procedures for application, acquisition of financial aid, and counseling to help determine interests and courses of study to pursue. None of the organizations identified offer all types of services nor do they have all types of useful information on hand. As no organization offers all possible services and information to the wide range of clients found in any geographic region, most organizations have working relationships of some type with each other. These relationships result in referrals of clients to other organizations which supplement the available services and information and broadens the available contacts within the educational and business communities. Counselors or consultants at EICs who have contacts in other non-EIC related organizations provide a valuable human resource bank for clients.

It is important to note that leading exponents of EICs stress that all educational and career information need <u>not</u> be dispensed from one physical center in any geographic region. EIC funds can be used to establish and maintain networks of existing EICs to avoid duplication of efforts and encourage sharing of available information resources and services. For missing services or gaps in resources, however, new centers or sources of information should be developed to fill the gaps in any region's services and resources.

EICs can and often do assume other important functions in their communities. EICs are potentially a rich resource for local colleges and universities. There are many opportunities to place counseling and information specialist interns in EICs, and to conduct research about the vocational and educational needs of the postsecondary population EICs serve. College or university researchers, in turn, reciprocate by helping the EICs evaluate their services. Evaluation of services is much needed by most EICs to provide a rationale when applying for grants and other funds, as well as for planning improved services.

Through mass-media publicity and other methods of outreach, EICs educate the population about the career and educational opportunities in the community. EICs provide a valuable service

by heightening the population's awareness of their personal options through advertising, television or radio talk shows and presentations at community gatherings. In addition, EICs can provide support to groups lobbying for additional educational or career-related resources for their communities, regions, or even the state.

CHAPTER II

A REVIEW OF THE LITERATURE

Introduction

American society has become increasingly aware of a growing phenomenon: lifelong learning. Recent studies show that more and more adults are either actively involved in or say they intend to become involved in some kind of learning experience to help them adjust to changes in their lives (Lifelong Learning During Adulthood 1978, p. 11). The many kinds of changes which have created an interest on the part of adults in some form of education include social change which causes housewives, retirees, and military veterans to re-enter the labor market (Higher Education 1977, p. 6); rapid technological changes (Final Report 1974, p. 6); the need for education to secure and retain a job; and the need for more education on the part of the employed who wish to advance in their current area or to change careers in mid-life.

Interestingly, educational institutions are as much in need of adults as adults are of them. School buildings which were constructed to house the World War II baby-boom generation are now more than is needed to house the traditional-age student. The children of the baby-boom generation are now adults and the birth rate is declining (Final Report 1974, p. 6). The average age of Americans is rising. Ohio is no exception; the population growth has decreased and the average age of Ohioans has increased (Higher Education 1977, p. 7). "Older men and women students already outnumber what the Census Bureau chooses to call 'college age' students (the eighteen-to-twenty-two year olds)" (Harrington 1977, p. xi).

As more adults return to school--whether for a degree or a single course--"...an increasing demand can be expected for guidance services to help them plan their education. Likewise, a national commitment to assist such groups as women, minorities, veterans, retirees, and the incarcerated contributes to the need to maintain a service that effectively reaches out to these groups" (Thompson and Jensen March 1977, p. 11).

An example of that commitment is the CETA legislation passed in 1973. Not only does this legislation recognize the need to train or retrain large segments of our society, but it also recognizes the fact that learning is interrelated to other aspects of life: personal health, family stability, neighborhood safety, and transportation availability (Jacobson January 1979b, p. 91).

In short,

> Increasing numbers of adults are seeking to upgrade their skills, retrain for new jobs, study to increase their enjoyment of retirement or leisure time, and educate themselves for entry or reentry into the job market at the same time that formal elementary, secondary, and postsecondary institutions are concerned about the decreasing college-age population. This situation calls for a coordinated system that would provide information about opportunities available, specifically relate them to various career opportunities, and counseling and advisory services that would help the consumer connect the two (Van Dusen, Miller, and Pokorny 1978, p. 3).

Lifelong learning appears to be here to stay.

Barriers to Lifelong Learning

Adults seeking higher education, however, often encounter what Warner (1977, p. 30) terms the invisible barriers: information, procedures, and policy. If individuals do not possess the necessary information about educational options and do not know where to go to obtain that information, they may become discouraged and end their learning experience before it begins.

The need to provide information is created by the diversity and decentralization of American education (Heffernan, Macy, and Vickers 1976, p. v). Would-be learners may become confused by the choices available to them. Existing information is not readily available to individuals not attending school (Franklin December 1973, p. 5). Jacobson (January 1979a, p. 1), states that "...the great majority of persons needing assistance are outside the formal structures which provide career information and guidance. Once a person has left the traditional school framework, he is without access to guidance with respect to education (including training and retraining) and career decision-making."

Not only are adults unaware of what programs are offered where, but they are often unaware of the various options which can save them time and money: experiential assessment and skill testing, competency-based instructional programs, contract learning, weekend colleges, universities without walls, and other programs (Jacobson January 1979a, p. 5).

Research studies show that adult learners not only need but also want help, particularly in planning and utilizing learning activities that will help them to reach their goals. In a society with a rich variety of learning resources and a potential constituency of millions, what is needed is a way to connect learners to resources (Cross 1978, p. 43). Forty recent research studies show that a gap exists between what adults want and need to do regarding continuing their education and the facilities that exist to provide them the information they need to succeed (Van Dusen, Miller, and Pokorny 1978, p. 1). Inadequate academic and career counseling is one of the specific barriers which has inhibited the growth of continuing and part-time degree and nondegree programs in Ohio (Final Report 1974, p. 13).

Information barriers are less severe for better educated individuals than they are for individuals of lower educational attainment (Cross 1978, pp. 28-29; Arbeiter et al. 1978b, p. v; and Van Dusen, Miller and Pokorny 1978, p. 1); not only are better educated individuals better able to cope with obtaining information on educational opportunities, but the information that is currently available is in a format that is more appealing to better educated individuals (Cross 1978, pp. 28-29). Van Dusen, Miller, and Pokorny (1978, p. 1) cite a recent study conducted by the Stanford Research Institute; the study concludes that

> ...a growing subculture of so-called information-poor people, who are becoming less and less effective in meeting the demands of day-to-day living and increasingly dependent on others for survival, is developing in the United States today, particularly in the central cities but in some rural areas as well. The gap between those in the adult population who are "information rich" and as a result more potentially independent, and those who are "information-poor" and more likely to be dependent on others, has been widening for a number of years.

The implication is that, if we do not make career counseling available to everyone, we will be serving, in essence, only better educated and middle-class Americans (Arbeiter et al. 1978b, p. v). "The message seems to be that if equal

opportunity is a primary motivation for improving the information network, then great care should be taken to make certain that the information reaches the intended audiences" (Cross 1978, pp. 28-29).

Not only must education information reach the people who need it, but it must be accurate and impartial. Today, the information providers have generally been those who also provided education and training; "...they have not always been impartial and honest, and few restrictions were placed upon them" (Van Dusen, Miller, and Pokorny 1978, p. 7). Because of the rapid growth of adult education and the many programs being offered, it is even more important that potential adult students are able to obtain guidance from a neutral source located within their communities (Dyer December 31, 1978, Appendix D). A statewide information network is needed because the abundance of education opportunity and information are unequally available; and because a coordinated system, well administered, can assure honesty, economy, and efficiency as well as expanded accessibility to all potential learners (Van Dusen, Miller, and Pokorny 1978, p. 6). It does, indeed, appear that our society is in need of "...'switching stations' to enable individuals to appraise their abilities and interests and ease the transition between vocational and/or avocational pursuits" (Arbeiter et al. 1978a, p. v).

Characteristics of Adult Potential Learners

What are the characteristics of adults who are potential learners? According to Heffernan, Macy, and Vickers (1976, pp. 19-21), many adults (1) are suspicious of formal educational institutions; (2) are dependent; (3) have unrealistic expectations of themselves, brokerage agencies, and of career opportunities; (4) possess very traditional ideas of education; (5) are motivated by their concern for their career; and (6) suffer from achievement anxiety.

One national in-depth study of adult learners is 40 Million Americans in Career Transition (Arbeiter et al. 1978a, p. 7). The purpose of the survey on which 40 Million Amerians was based "...was to identify the need for career transition services as perceived by a representative sample of adults in the United States who were either undergoing or anticipating a job or career change" (Arbeiter et al. 1978a, p. 7). This description will be broken down into nine catagories: personal characteristics, educational history, work history, job or career transition characteristics, education or training plans, desired services, knowledge of local services, acceptable methods of service delivery, and ideal career center.

Personal Characteristics

The study disclosed that 60 percent of adults in transition are female, 82 percent are white, and 70 percent are between 20 and 39 years old. Sixty-three percent are married and 85 percent have one to three children living at home. The family income for 63 percent of the adults is $10,000 a year or more; however, females have lower incomes than males, and blacks have lower incomes than whites. Ninety-two percent of the males and 56 percent of the females contribute their earnings to the family, but 71 percent of the men are the principal wage earners and women earn money to supplement the men's incomes (Arbeiter et al. 1978a, p. 10).

Educational History

Adults who are in career transition possess diversified educational backgrounds. Approximately 50 percent of the adults have had some postsecondary education, mostly at

four-year institutions. Most of those who attended post-secondary institutions hold a degree, certificate, or license. These individuals were generally attracted to professional business or education programs. The men in the study were better educated than the women, and whites better educated than blacks. Approximately 50 percent had finished school within the last ten years (Arbeiter et al. 1978a, p. 12).

Work History

Eighty-five percent of the adults are employed full-time --67 percent at semi-skilled or unskilled jobs. Males are more likely to be employed than females. Sixty-two percent have held their jobs for three years or under, having held only one other full-time job during the last five years. The salaries range from $5,000 to $14,999 and men earn more than do women. Fifty-three percent of the unemployed adults left the labor market because of childcare or homemaking responsibilities. The adults who are unemployed have been out of work for four years or less, and most have looked for a job within the last two years (Arbeiter et al. 1978a, p. 14).

Job or Career Transition Characteristics

Sixty-three percent of the adults in transition are currently employed and want to either change fields or change their level or status within their current field. A higher income is the motivating force for 50 percent of the adults although the adults are also seeking more interesting work and professional advancement. Most of the adults forsee some difficulties in changing jobs (lack of experience or credentials, lack of jobs in their area of interest). Most of the adults have enrolled in educational institutions or have filled out and filed job applications. In-transition adults want professional or skilled jobs; they have generally heard of these jobs through their work or school or from family or friends (Arbeiter et al. 1978a, p. 18).

Education or Training Plans

The majority of in-transition adults plan to obtain more education as a means of gaining credentials to enable them to enter new fields or advance in their present fields. These adults are interested in professional programs or vocational, trade, or technical programs which are offered at four-year colleges and universities or vocational and technical schools (Arbeiter et al. 1978a, p. 21).

Desired Services

Although adults in career transition are interested in career services of all types, they are most interested in information services, especially specific information on job, career, or educational opportunities. Those adults expressing the greatest interest in services are those who are least educated (grades twelve and under). Also, the least educated adults and black adults express a higher interest in services which involve personal, problem-directed counseling than do better educated or white adults. The older the adult, the less interested that adult is in services. Adults would pay, on the average, $75 per year for information services (Arbeiter et al. 1978a, p. 28).

Knowledge of Local Services

The majority of adults in the study do not know about agencies in their communities which offer job or career help. Those adults who are aware of such agencies are generally aware of the agencies which are located in college or university placement or counseling centers or state employment services. Adults believe that the kinds of services available to them are lists of jobs or job skills training. Even if adults know about local agencies which offer career services, they may not use the services because they feel that the services are inappropriate to their needs or are not interested in or ready to accept help. The adults who do use the services are generally satisfied, learn of them from family, friends, school or training institutions, or TV or other public media (Arbeiter et al. 1978a, p. 28).

Acceptable Methods of Service Delivery

In-transition adults prefer one-to-one counseling with an experienced professional rather than group counseling or a form of self-instruction. Printed materials, formal courses, work experience programs, and direct observation of workers are more acceptable than less traditional and more technologically sophisticated methods which use computers and mass media techniques (Arbeiter et al. 1978a, p. 29).

Ideal Career Center

According to in-transition adults, an ideal career center would offer services on weekday evenings at local schools. Adults prefer to be informed of services through mailings to their homes, although they feel that a lack of time or money would prevent them from using the services (Arbeiter et al. 1978a, p. 31).

Current Services

Educational information services are being provided from many different organizations and through many different mediums: libraries, computer data banks, telephones, community-based counseling, and Cooperative Extension Service agencies. A review of the literature provides definitions of an educational information center and examples of implementation.

What is an EIC?

Among the opinions found in the literature is that, ideally, an EIC should provide testing (aptitude and interest), information resources (job lists, educational opportunities), counseling, financial aids, referrals, and special programs (alternative training programs). According to Heffernan, Macy, and Vickers (1976, p. v), educational brokerages (their term for educational information centers) are "...intermediaries which serve to help adult students find their way into and through the experience of postsecondary education." Jacobson (January 1979a, p. 5) also finds that educational brokers are intermediaries which serve to link potential adult learners with appropriate resources. In addition to playing a middleman role between adult learners and educational institutions and resources, EICs offer counseling, instructional, and advocacy services (Heffernan, Macy, and Vickers 1976, p. 2). Core brokering activities should include information-giving, referral, assessment, counseling, outreach, and client advocacy (Heffernan, Macy, and Vickers 1976, p. 3).

According to results from Jacobson's national survey (the Adult Career Advocates Project), career counseling centers across the country present accurate, current labor market information and interpret that information; examine attitudes, interests, and values; and inform clients of education and training opportunities (Jacobson January 1979a, p. 3).

Library-Based EICs

Libraries seem to be a logical place to dispense educational and career information. People are accustomed to going to a library for information on a number of topics (Heller and Sussman January 15, 1979, p. 9); they find libraries comfortable, neutral settings which contain many informational

resources. When trained professionals are added to provide support and guidance, libraries become natural EIC sites. "Libraries are emerging as a significant link in the provision of counseling services not only as educational brokers but as career and employment centers as well" (Jacobson January 1979a, p. 6).

This review of the literature will present information on two library-based EICs: The Higher Education Library Advisory Service (HELAS) and the Adult Independent Learner Project's Career Counseling Centers, Long Island Advisory Centers, and Job Information Center.

Higher Education Library Advisory Service (HELAS). HELAS was funded in 1976 by a FIPSE grant to the Board of Regents of the University of the State of New York. The purpose of HELAS was

1. To provide information, advice, and where appropriate, referral to a wide range of postsecondary educational opportunities that met individual adult's needs and interests, and

2. To demonstrate that the public library--long viewed as a community information resource center--could play an active linking role between adults and the vast array of learning options offered by the educational community (Dyer December 31, 1978, pp. 1-2).

Beginning in the 1970s, New York's public libraries began developing learning resource collections and other support services, establishing Job Information Centers which contained job listings, career opportunity information, and information on resume writing. The libraries also began developing, in cooperation with the Literacy Volunteers of America, library-based literacy programs (Dyer December 31, 1978, p. 3).

Four public libraries were chosen to participate in HELAS because of the library administration's commitment to servicing adult learners, prior and on-going activities, and their capacity to continue the program after the expiration of the grant (Dyer December 31, 1978, p. 4).

The four public libraries which were chosen are: Corning Public Library, Schenectady County Public Library, Mid-Manhattan Library of the New York Public Branch Libraries, and the Queens Borough Public Libraries. These libraries serve different audiences in a small town/rural area, a medium-sized urban setting, and a large metropolitan community.

Each library selected an educational advisor; the criteria for selection were that the librarian had an adult services or reference background, had experience in working with adults, was familiar with the current library materials, and possessed inter-personal skills necessary to function successfully as an advisor (Dyer December 31, 1978, pp. 4-5).

The HELAS facilities were to provide information about and materials on educational opportunities; provide guidance and counseling in making plans and decisions regarding education; and refer individuals to educational institutions, community agencies, or library services which could meet their needs and interests (Dyer December 31, 1978, Appendix B).

The first HELAS users were regular library patrons. However, with the passing of time, first-time library users began to use HELAS (Dyer December 31, 1978, p. 7).

HELAS clients were career changers, career advancers, educational entrants or re-entrants, the unemployed, and senior citizens (Dyer December 31, 1978, p. 7). A survey was sent to 2,111 individuals who contacted HELAS for assistance from February 1, 1977 to July 21, 1978 (the return rate was 48 percent). The results showed that 62 percent of the users were female; less than 1 percent were 17 years old or younger, 14 percent were 18-24 years old, 33 percent were 25-34, 13 percent were 45-54, and 8 percent were 55 years old or more (10 percent did not respond); 53 percent were white, 25 percent were black, and 7 percent were Spanish surnamed, and 6 percent other non-white (10 percent did not respond); 4 percent had less than a high school education, 22 percent had finished high school, 39 percent had some postsecondary education, 15 percent had obtained a bachelors degree, 10 percent had taken some graduate study (2 percent did not respond).

The survey also showed that the respondents were either engaged in or planned to pursue a wide range of educational activities which supported, in Dyer's opinion, the idea that the library is a neutral agency (Dyer December 31, 1978, p. 9). In addition to supporting neutrality, the survey results supported the theory that libraries provide a non-threatening environment for adults, especially those adults uncomfortable with an academic setting, and simplify the process of exploring education options because of their convenient locations (Dyer December 31, 1978, p. 10). Ninety percent of the survey respondents said they would use HELAS again or would recommend it to an acquaintance (Dyer December 31, 1978, p. 11); in short, HELAS users were highly satisfied with the services they received (Dyer December 31, 1978, p. 9). Survey results further showed that 89 percent of the respondents found the library to be easily accessible by public transportation or

car, 87 percent thought the library was open at convenient hours, 82 percent found the atmosphere to be comfortable, and 64 percent were unable to find comparable resources anywhere else (Dyer December 31, 1978, Appendix A (Table 4)).

The HELAS project produced a directory to be used as a reference tool at all four sites. The directory contains information on continuing education courses offered by colleges and universities, non-degree-granting institutions, adult education and BOCES programs, community agencies, non-traditional education programs (external degree, credit by examination, etc.), and financial aid (Dyer December 31, 1978, pp. 5-6). Another outcome of the project, a brochure, "Books to Change Your Life," was to be shared with all libraries in New York as well as adult secondary and postsecondary guidance and continuing education programs (Dyer December 31, 1978, p. 6). A series of bibliographies on career and job information, financial aid resources, study skills, and alternative educational options was also produced (Dyer December 31, 1978, p. 6).

The four HELAS project libraries plan to continue the educational advisory service for adults through the use of federal Library Services and Construction ACT funds (Dyer December 31, 1978, p. 12). Because one of the four libraries has suffered a cutback in funds, it intends to support a toll-free telephone line as a means of providing educational information. The three other libraries have continued and expanded their activites (Dyer December 31, 1978, pp. 12-13); one (Corning) provides a terminal for their adult patrons to use to explore career options (Dyer December 31, 1978, p. 6) and its librarian travels to outreach sites to provide counseling services (Jacobson January 1979a, p. 65).

A majority of the 6,286 people who used HELAS wanted information such as what institution was offering a particular course; about one-third of the people wanted to explore their educational goal in depth (Dyer December 31, 1978, p. 7).

In New York, the "...Committee on Adult Learning Services has recommended that the public library system play a key role in the delivery of information and advisory services for adults, due largely to the success of the HELAS project and the library's other strong record of accomplishments..." (Dyer December 31, 1978, p. 13).

Adult Independent Learner Project (AIL). The Adult Independent Learner project (Nassau County, New York) consists of six components. Two of these components are of interest in this review of the literature: the (1) Career Counseling Centers (CCCs) and Long Island Advisory Centers (LIACs) and (2)

Job Information Center (JIC) (Heller and Sussman January 15, 1979, p. 1).

The CCCs are located in three Nassau County libraries and provide individual counseling to help adults interpret and to augment library resources and the learner's advisory service. The three libraries were selected on the basis of geographic location, convenience to transportation routes, socio-economic characteristics of the community, lack of career counseling services in the area, and the commitment of the libraries. Initial funding was through the Adult Independent Learner project; in 1978, the libraries matched AIL funds (Heller and Sussman January 15, 1979, p. 2). The three CCCs have provided a total of 150 hours of counseling per month and have seen each client, on the average, slightly more than twice.

The LIAC program is operating in five Nassau County libraries. The program is funded jointly by the Long Island Regional Advisory Council on Higher Education (LIRACHE) and by a federal grant from Title I of the Higher Education Act of 1965 (Heller and Sussman January 15, 1979, p. 2). The LIAC program provides one-to-one counseling by counselor interns who are trained and supervised by the Nassau County Office of Women's Services. (For more information on the use of interns, see Appendix 1.) The five libraries provide no funds but do provide the counseling sites (Heller and Sussman January 15, 1979, p. 3).

Both CCC and LIAC clients are generally females from 26 to 45 years old. However, the number of males and first-time job seekers using the programs is increasing (Heller and Sussman January 15, 1979, p. 3).

Evaluation of CCC and LIAC services are conducted through client evaluation forms submitted at the end of the counseling and through a follow-up effort conducted several months later. Clients particularly value the help they receive in self-assessment techniques and in defining career goals. Clients also report increased self-confidence as a result of project participation (Heller and Sussman January 15, 1979, p. 3).

The purpose of the Job Information Center (JIC) is to provide services which help individuals find jobs. The services offered include job listings in the periodicals collection and out-of-state newspapers, career counseling, the Long Island Job Bank (a daily produced microfiche listing of available jobs), and a file which attempts to match job seekers with jobs. In addition, the JIC staff have published a Job Survival Kit and publicize their services through a bi-monthly newsletter and through local newspaper and radio. The JIC counsels, on the

average, 300 clients per month (Heller and Sussman January 15, 1979, p. 5). JIC effectiveness is evaluated through questionnaires and self-addressed return business-reply envelopes (Heller and Sussman January 15, 1979, p. 6).

Lifelong Learning Centers. In 1977, two library-based advisement centers, Lifelong Learning Centers, were established in Pennsylvania: one in the Reading Public Library and the other in the Free Library of Philadelphia in Philadelphia. The centers function as educational and career information clearinghouses and provide on-the-spot answers to questions regarding schools and careers. Clients are assisted in the career exploration process by education consultants; workshops are offered for career changes, senior citizens, and other special groups; and telephone consultation is available. Available resources include books and reference materials, GED and CLEP information and study guides, self-help materials, and a Vocation Information Computer System computer terminal.

A survey of the clients of the center in Philadelphia determined that 74 percent of the clients were female; 34.9 was the mean age; 45 percent were married, 40 percent single, and 15 percent divorced, separated, or widowed; and the mean level of schooling was equal to two years collegiate experience. As a result of contact with the center, 68 percent enrolled in some educational activity and 60 percent changed or started jobs. A survey of the clients of the center in Reading showed much the same results (Jacobson January 1979a, pp. 67-68).

Computer-Based Systems

Computer-based guidance involves using a computer to deliver career guidance information (Campbell May 1978, p. 191). This type of information delivery system is useful because (1) computers can store and quickly retrieve large amounts of data, (2) data can be updated immediately, (3) large data files can be searched quickly to find the exact combinations desired by the user, and (4) computers can combine data and obtain information based on that combined date (Campbell May 1978, p. 194). A computerized system frees counselors from data-collection responsibilities, ensures availability of accurate information for client use, and allows more direct contact between counselor and client ("Aids..." January 1977, p. 1). In addition, computer terminals, all linked to the same program, can be placed in many different places (shopping centers, libraries, prisons, schools, employment bureaus), used simultaneously, and be available around-the-clock (Campbell May 1978, p. 195).

The computer-based guidance systems in use now may be termed on-line or direct inquiry. This means that the user is in direct contact with a computer via a terminal. The systems may vary, depending on the sophistication of the terminal and programs being used (Campbell May 1978, p. 196).

Existing computer-based occupational guidance systems collect college data via direct mailings to colleges and use Department of Labor statistics for occupational data file information. The quality and quantity of information varies from system to system. Also, because of the expense involved, not all systems have incorporated local data (Campbell May 1978, p. 201).

Computer-based guidance systems are now located in approximately 500 cities in the United States. Department of Labor funding, under which a state consortium must provide vocational information services by both computerized and non-computerized delivery systems to schools and agencies in the state, provided monies to nine states (see Oregon CIS, below) (Campbell May 1978, p. 200).

NOIC (National Occupational Information Coordinating Committee) has been formed to coordinate the development of systems so that uniform definitions, standardized procedures, and standardized occupational classifications will be created which will apply to vocational education and manpower services. A national coordinating agency and a state agency (SOIC), called into being by the formation of NOIC, is intended to "...increase the effectiveness of and articulation between programs that deliver occupational information" (Jacobson January 1979a, p. 20).

The Oregon CIS. The Oregon Career Information System served as the model for eight other states: Alabama, Colorado, Massachusetts, Michigan, Minnesota, Ohio, Washington, and Wisconsin. All nine states received funding from the U.S. Department of Labor. Each system includes occupational files, educational files, training program files, financial aid and assistance files, and bibliographic files (Jacobson January 1979a, pp. 20-21).

Oregon's CIS is headquartered at the University of Oregon at Eugene. Terminals are located throughout the state in such places as schools, prisons, shopping centers, and manpower offices. Initial support for the system came from the U.S. Department of Labor ("Aids..." January 1979, p. 1). The purpose of CIS is to provide "...current labor market information in useable forms to individuals, schools, and social agencies in Oregon" (Wyant July 1975, p. 301). Oregon's CIS is presently operating "...in over 400 sites throughout the state, including

high schools, state prisons, and a variety of counseling centers" (Bruce McKinlay, Director of Oregon's CIS 1979: personal communication).

Oregon's Career Information System has six components. One component is an on-line questionnaire which helps users assess their interests and abilities; this leads to identification of occupations which have the characteristics the users want. A second component contains information about user-selected occupations; a third about training opportunities within Oregon. A fourth component consists of a bibliography of reference materials, a fifth contains taped interviews with workers in each of the occupations listed in the system, and a sixth component contains a list of local people who will discuss their occupations with interested users (Campbell May 1978, p. 24). The CIS components can be accessed either through a terminal or through a needle-sort system ("Career Information System," October 1976).

The Ohio Career Information System (OCIS), one of those originally funded by the U.S. Department of Labor and modeled after Oregon's system, provides information on national and state occupations, two- and four-year colleges and graduate schools in the United States, proprietary and vocational schools in Ohio, scholarship and financial aid in Ohio and the United States, and additional career information related to the world of work. The national files draw upon the Guidance Information System (GIS), while the local or state files are compiled by OCIS ("Ohio Career Information System User's Guide 1978-79, p. i).

The Wisconsin Career Information System (WCIS), another system funded by the U.S. Department of Labor and modeled after Oregon's system, was implemented at the Wisconsin Vocational Studies Center, University of Wisconsin--Madison (Lambert January 1979, p. 6). Currently, 401 sites have been installed and are using the system (Lambert January 1979, p. 5). WCIS contains 16 state and six national information files (Lambert January 1979, pp. 3-4). A special two-volume package of WCIS materials is available for use in Wisconsin public libraries (Lambert January 1979, p. 4). The national files draw upon the Guidance Information System (GIS), while the local or state files are compiled by WCIS.

The other six systems funded by the U.S. Department of Labor and modeled after Oregon's CIS are those in Alabama, Colorado, Massachusetts, Michigan, Minnesota, and Washington. Alabama's OIS (Occupational Information System) is aimed at high school students but pays special attention to the disadvantaged, women, minorities, handicapped, unemployed, and CETA trainees. The Colorado CIS is patterned after Oregon's; its

target audience is secondary and higher education populations, state employment offices, social services, rehabilitation and correctional agencies. The Massachusetts OIS is a modified version of Oregon's. Michigan's OIS is available only to education institutions although expansion is planned in an effort to reach a wider clientele. Minnesota's OIS is also based on Oregon's and is modified for Minnesota's needs. The Washington OIS incorporates Oregon's OIS and CVIS ("State Scene" January 1977, p. 3).

COIN Interactive Guidance System. COIN (Computerized Occupational Information Network) is a computerized and microfiche system containing both occupational and educational information. Updated once a year, COIN is composed of six files. These files contain information describing major occupations and their specialties, related post high school education and training programs, over 3,000 two- and four-year colleges and universities, national apprenticeship training programs related to COIN occupations, military occupations and training opportunities related to COIN's occupations, and high school subjects related to COIN occupations. The information is available in microfiche, by direct use of a terminal, or by use of a self-administered COIN Occu-Scan Inventory which allows an individual to profile her or himself, send in the profile, and have an individualized search run ("COIN" 1978).

DISCOVER. DISCOVER, a systematic career guidance program, was originally designed for use with grades seven through twelve (Campbell May 1978, p. 208) but has since been modified for use at the college level (Campbell May 1978, p. 201). DISCOVER helps individuals learn more about themselves, systematically explore occupations, learn and practice decision making, learn to relate information about themselves to occupational alternatives, and provides information to assist individuals in implementing their choices. DISCOVER is designed to receive and store data about the user (such as test scores, school activities, and grades) and compare that data with the requirements for various occupations or training programs. DISCOVER contains information on occupations, two- and four-year colleges, technical and specialized schools, apprenticeships, military training programs, and graduate and professional schools (Campbell May 1978, p. 208).

SIGI. SIGI, System for Interactive Guidance Information, was designed for use in community colleges (Campbell May 1978, p. 201). Developed by the Educational Testing Service, SIGI offers four subsystems. One subsystem describes 10 occupational values, helps the user determine their importance to him/her, and identifies occupations appropriate to these values. A second subsystem provides information on user-

selected occupations. A third subsystem provides the user with statements predicting the user's probability of success in the coursework related to the chosen occupation. The fourth subsystem helps the user develop step-by-step plans for implementing his/her career choice (Campbell May 1978, p. 216).

GIS. GIS, Guidance Information Systems, is a commercial system currently marketed by Time Share Corporation and Houghton-Mifflin which allows the user to search five files: two- and four-year colleges, graduate schools, specialized schools in some regions, occupations, and financial aids (Campbell May 1978, p. 214). Both Ohio and Wisconsin use GIS in their files for national data.

ECES. ECES, Education and Career Exploration System, originally developed by IBM Corporation, is currently operational in Genesee Intermediate School District in Flint, Michigan. ECES provides on-line exploration of 400 occupations with job duty samples, exploration of 400 postsecondary majors, and teaching and practicing decision making. An off-line component consists of a batch search of educational institutions (Campbell May 1978, pp. 215-216).

CVIS. CVIS, Computerized Vocational Information System, is composed of three parts: guidance, computer-assisted instruction, and administrative systems. Ten subsystems compose the guidance system: junior high level vocational exploration, secondary school vocational exploration, four-year college information and search, community college information and search, financial aids search, and student registration (Campbell May 1978, p. 215).

Telephones

A telephone service may be the only way some people can access career and educational information services. New Jersey and Illinois provide statewide telephone hot-line services ("Progress..." April 1978, p. 2) and the New York City Regional Center for Life-Long Learning of the Regents Regional Coordinating Council collects and disseminates educational resource and career preparation information via the telephone (Heffernan, Macy, and Vickers 1976, p. 4).

Connecticut Continuing Education Awareness Program. This program is one of several conducted by the Connecticut Center for Continuing Education, a division of Fairfield University in Fairfield, Connecticut. (The others are a Women's Bureau which provides services for reentry women, and courses in career entry and career direction.) The Connecticut Continuing Education Awareness Program is a telephone service staffed by

counselors who are adult continuing education students. (See Appendix 1 for more information on interns.) Adults who contact this service are sent a continuing education workbook containing general education information, specific information on local education and training opportunities, and some self-assessment material. After receiving the workbook, adults may contact the service again by telephone to explore options and amplify the materials in the workbook (Jacobson January 1979a, p. 83).

For Information and Referral Services Toll-Free (FIRST). FIRST is a service sponsored by the University of Kansas in Lawrence, Kansas. FIRST uses a free WATS line to provide callers with information about education and career opportunities in Kansas. Any question which cannot be responded to immmediately is researched and the resulting information is then mailed to the caller. "Referrals are made to appropriate KU resources" (Jacobson January 1979a, p. 84).

Career Education Project (CEP). An extensive study of telephone service uncovered in this search of literature is the Career Education Project (CEP), funded by NIE to provide telephone counseling by trained paraprofessionals to home-based adults in Providence, Rhode Island (Arbeiter et al. 1978b, p. 1). What makes the history of CEP especially interesting is the fact that CEP, now called the Career Counseling Service, has recently been designated as the EIC for Rhode Island (Jacobson January 1979a, p. 56).

CEP was based on seven premises: (1) people don't know about existing services; (2) people find it difficult to use services which are inconveniently located; (3) people need to know themselves better; (4) people need accurate, timely, and localized information; (5) people need to feel comfortable before they will talk about themselves; (6) people need assistance but do not need to be made dependent; and (7) a service must know the characteristics of the population it serves and conduct follow-up evaluation (Guilfoy and Grothe January 1976 (Vol. I), pp. 1.2-1.5).

CEP began in October 1972 and ended in June of 1975. The target audience consisted of individuals 16 years of age or older who were neither employed fulltime nor going to school fulltime. The project was concerned with the career related needs of home-based adults (Arbeiter et al. 1978b, p. 6). The specific project objectives were to help clients (1) learn about growing and alternative careers and the education and skills required for them; (2) become capable of assessing their career interests, current attainments, and what they needed to do to prepare for a career; (3) acquire information about local career preparation and education programs and support

services; (4) make decisions about careers; and (5) develop and begin an educational or training program which would help them prepare for a new career (Arbeiter et al. 1978b, p. 7).

Rhode Island was chosen as the project site because it met the criteria for a good pilot site. Ideally, a pilot site should exhibit the need for intended services, reflect significant characteristics of the country as a whole, and have the local resources to support project goals and plans (Guilfoy and Grothe January 1976 (Vol. I), p. 4.1). Rhode Island met these criteria: 85 percent of the population could call Providence without a toll charge, the per capita income of Rhode Island residents was below the national average, the labor force was largely unskilled or semi-skilled and immobile, and 50 percent of the population over 16 who were not enrolled in school did not have a high school diploma and almost one-third had less than an eighth grade education. And, although the need for further education and training existed, many of the people did not take advantage of the numerous supportive agencies available in the area (Guilfoy and Grothe January 1976 (Vol. I), pp. 4.3-4.4).

CEP was composed of five components: outreach, research and evaluation, a resource center, counseling, and an information unit. Counseling was the core component; the other components functioned as supports (Arbeiter et al. 1978b, pp. 6-7).

Outreach functioned as a public relations unit by developing materials and techniques which would attract adults to CEP and providing information about the project to the general public and to the professional community (Guilfoy and Grothe January 1976 (Vol. I), p. 3.1). In order to inform the target audience of CEP's services, the outreach component used television and radio public service announcements, advertisements in local newspapers and magazines, press releases, televised coverage on news programs, guest appearances on numerous local radio and television talk shows, posters, displays, brochures, flyers, form letters, and return postcards (Guilfoy and Grothe January 1976 (Vol. I), pp. 3.1-3.2). The goal of the outreach component was not to attract as many people as possible, but rather to attract reasonable numbers of certain types of people at specific times (Guilfoy and Grothe January 1976 (Vol. I), p. 3.2).

The counseling component was the central component of the project and was the component best known to the general public. The functions of the counseling component were to (1) help clients assess their interests and abilities and develop, implement, and revise career plans; (2) provide information on educational and training requirements for career entry and on where to obtain the necessary education and training and sup-

portive services (child care, financial aid, etc.); and (3) provide encouragement and emotional support (Guilfoy and Grothe January 1976 (Vol. I), p. 3.3).

Trained paraprofessionals staffed the counseling component. When a person called, CEP eligibility was established (Was the caller a member of the target audience?) and an intake clerk set up an appointment for the caller with a counselor. Counseling services were terminated when a client either made a decision or began implementing a decision. Some clients spent only a few days in counseling; others spent many months. Some clients had one interview; others required more than 20 (Arbeiter et al. 1978b, p. 7).

The purpose of the resource center was to identify, obtain, and make available career-related materials. The resource center housed 1400 books and reference items; up-to-date occupational files containing pamphlets, brochures, clippings, and occupational briefs; 200 catalogues on educational and training institutions in Rhode Island, Connecticut, and Massachusetts; directories on educational and training institutions nationwide, financial assistance, and opportunities in business and industry; and subscribed to 145 magazines and newsletters in such fields as adult education, counseling, and feminism (Guilfoy and Grothe January 1976 (Vol. I), p. 3.7). Staff members made more use of the resource center than did the clients because of the nature of the collection and because no outreach effort was made in this area (Guilfoy and Grothe January 1976 (Vol. I), p. 3.8).

The purposes of the information unit were to (1) establish and periodically update information on educational institutions, training programs, and supportive service agencies in the community and (2) review existing career-related materials and develop new ones to meet the needs of the project's staff and clients (Guilfoy and Grothe January 1976 (Vol. I), pp. 3.9-3.10).

The purpose of the Research and Evaluation component was to "...develop and implement procedures for the collection, analysis, and reporting of data for management and staff of the Project, the sponsor, the Rhode Island community, and other practitioners interested in the Project" (Guilfoy and Grothe January 1976 (Vol. I), p. 3.12).

The follow-up study conducted by Arbeiter et al. (1978b) provides information on the client characteristics of CEP users. CEP clients were predominantly female, white, and 20 to 34 years old. Most were married and had one or two children who lived at home. The incomes of CEP clients ranged from $5,000 to $15,000. The typical clients completed high

school. The few men who used the service were single, and under 30 years of age (Arbeiter et al. 1978b, p. 11). CEP clients had worked from two to ten years, had been employed within the last five years, held their last job for three or fewer years, and had worked in a semi-skilled or unskilled capacity. They had made salaries of $5,000 or less at these jobs. Most were unemployed when they contacted the counseling service (Arbeiter et al. 1978b, p. 13). The majority of clients saw CEP as a means to help them attain jobs or make career decisions (Arbeiter et al. 1978b, p. 15). Although the Career Education Project's clients were a diverse group, they all needed to better understand their interests, abilities, values, and goals and to obtain information about career trends, opportunities, and requirements; available educational and skill-training opportunities; and sources of help in career-related areas. Clients also needed help in developing and implementing career plans. Fifty-two percent of all clients' occupational objectives were in the professional category as defined by the Census Code, 19 percent were in the service category, and 17 percent were in the clerical category (Arbeiter et al. 1978b, p. 27).

Client reaction to CEP was overwhelmingly positive. They were satisfied with their counselors, with the service they received, and with using the telephone as a means of communication. "Clients felt that the project helped them achieve their goals, improve their situations, and develop more self-confidence" (Arbeiter et al. 1978b, p. 17). "Clients ... were successful in finding jobs or enrolling in programs that they considered satisfying" (Arbeiter et al. 1978b, p. 25). Some clients, however, indicated that they would have preferred face-to-face counseling (Arbeiter et al. 1978b, p. 18), although telephone counseling is preferred to group procedures, self-instruction, and media techniques (Arbeiter et al, 1978b, p. 39).

Although, according to clients, a positive relationship between their job objectives and the jobs they took after counseling existed in only one-third of the cases (Arbeiter et al. 1978b, p. 34), 53 percent of all clients had higher post-service salaries (Arbeiter et al. 1978b, p. 36).

According to CEP clients, the six most acceptable ways for providing career assistance are (1) work experience programs, (2) individual counseling, (3) formal courses, (4) telephone counseling, (5) self-instructional materials, and (6) information provided through a library or resource center (Arbeiter et al. 1978b, p. 41).

Arbeiter et al. theorized that CEP was so successful because

> ...those who needed, wanted, and liked the service sought it out, continued to use it, and were available for follow-up interviews... In contrast, those who did not need the service did not try it or did not continue it and were not available for follow-up interviews... It is equally logical to interpret CEP as a targeted service which reached its target population--"home-based" women who required an incentive to make the transition to work--and served that target population exceedingly well (Arbeiter et al. 1978b, p. 42).

Community-Based, Itinerant Delivery Systems

Community-Based Education Counseling for Adults (CBECA) is a program sponsored by the Office of Student Services, University of Wisconsin--Extension. The purpose of CBECA "...is to help adults overcome personal barriers to continued education and to assist adults in making the what, how, when, and where of educational choices." CBECA helps adults explore their educational options and adjust to returning to school (Thompson and Jensen March 1977, p. 1). Some of the adults are illiterate; others are highly educated. Most are work-oriented in their educational objectives (Thompson and Jensen March 1977, p. 9).

CBECA focuses on higher education, whether for just a course or an entire program of study. Although the CBECA program is sponsored by the University of Wisconsin--Extension and promotes education, clients have been enrolled in more than 110 other educational institutions (Thompson and Jensen March 1977, p. 9).

CBECA is characterized by a highly individualized format (Thompson and Jensen March 1977, p. 11). Peer counselors travel to places designated as counseling sites in their assigned communities. Some counselors serve six to eight communities on a once-a-month basis; other counselors serve fewer communities on a more frequent basis (Thompson and Jensen March 1977, p. 1). By using community-based locations, such as banks, libraries, city halls, court houses, and Indian reservations (Jacobson January 1979a, p. 61), the counseling service is made more accessible to the potential user. Much of the uneasiness which a potential user might experience in a formal setting is alleviated. Subsequent sessions might be conducted elsewhere, as appropriate or necessary (Thompson and Jensen March 1977, p. 4).

The counselors are employed part-time (20 hours per week). Half of each counselor's time is spent with clients at counseling sites; the rest of the time is spent with clients who can't come to a counseling site, contacting clients for follow-up, and conducting program publicity (Thompson and Jensen March 1977, p. 1). The "counseling networks are managed by area counselors who spend half-time counseling, half-time supervising counselors" (Jacobson January 1979a, p. 61).

Although counselors do not need to have a strong background in counseling, counselor selection criteria include the ability to relate well to others and a background which includes some postsecondary education (Thompson and Jensen March 1977, p. 3). Counselors also need to be available in the evenings, be mobile, and be familiar with the communities (Thompson and Jensen March 1977, p. 8).

Counselors who live in the area they work in are more sensitive to the needs of the people of that community, more aware of community resources, and more able to generate community support than would be an outsider (Thompson and Jensen March 1977, p. 3). Their part-time employment is advantageous to CBECA because it makes available a large group of capable people who need a flexible schedule and "...the employment of more people to cover smaller areas reduces travel expenditures greatly" (Thompson and Jensen March 1977, p. 3). Rather than maintaining a centralized data bank, each counselor maintains a file of information appropriate to his/her area (Thompson and Jensen March 1977, p. 5).

Three diverse regions in Wisconsin are now being served by CBECA: eight counties in southeastern Wisconsin, ten counties in northern Wisconsin, and fourteen counties in south central Wisconsin (Thompson and Jensen March 1977, pp. 5-7). Nineteen educational counselors are employed and cover one hundred communities in the thirty-two counties (Thompson and Jensen March 1977, p. 1). Many of the community agencies and institutions offer their services and facilities to CBECA which considerably reduces project expenses (Thompson and Jensen March 1977, p. 5).

The long-range goals of CBECA are to develop and maintain a state-wide network and, possibly, develop a career-counseling component, better measure CBECA referral effectiveness, expand cooperation with employment agencies by providing a counselor's services, and conduct experiments with new models to provide vocational and educational counseling (Thompson and Jensen March 1977, p. 11).

Ohio Cooperative Extension Service

The Cooperative Extension Service was formally founded in the United States by the Smith-Lever Act in 1914, although land-grant colleges had begun providing services before that (Harrington 1977, p. 122). Cooperative Extension is currently funded by (roughly) 40 percent federal, 40 percent state, and 20 percent county monies. Services are free to all who wish to use them (Harrington 1977, p. 126).

The Ohio Cooperative Extension Service has agents in every county in Ohio. "The most common county Extension agent staff includes three agents (agriculture, home economics, and 4-H)...," but some have more, some less (The Ohio Cooperative Extension Service n.d., p. 2). Ohio's Cooperative Extension Service makes extensive use of volunteers--approximately 40,000 of them play an active role in planning, developing, and conducting specific programs at all levels in the state (The Ohio Cooperative Extension Service n.d., p. 2).

The Ohio Cooperative Extension Service is divided into four program areas: Agriculture and Natural Resources, Community and Natural Resource Development, Home Economics, and 4-H and Youth Development. Within these four program areas, "...the Ohio Cooperative Extension Service brings its resources to bear on the educational needs of Ohio citizens" (The Ohio Cooperative Extension Service n.d., p. 1).

In addition to providing free adult education services to Ohio citizens, the Ohio Cooperative Extension Service currently provides career information to young adults through the 4-H program. Events of July 1, 1977 through June 30, 1978 included career exploration into the food service area and an Ohio 4-H Congress which was devoted to career exploration (The Ohio Cooperative Extension Service n.d., p. 70). A Career Counseling Coordinator has been designated in every Ohio county except two: Sandusky and Wyandot ("Ohio Area and County Extention Agents" n.d.).

Recommendations from the Literature

The literature regarding EICs contains numerous pertinent findings and recommendations made by individuals well-known and highly respected in their fields. The literature ranges in the area of EICs to organizational structures of EICs.

Government Role

Van Dusen, Miller, and Pokorny (1978, p. 12) recommend that the role the state should assume in providing educational and career information is to determine peoples' need for information and what resources are currently available, create a means by which providers and consumers can work together to set goals, seek monies to develop new activities and expand current ones, and establish an effective means for evaluation.

Both Cross and Van Dusen, Miller, and Pokorny recommend that the federal government subsidize information dissemination, although for two different reasons. Cross (1978, p. 17) fears that, without it, the well-educated, who already have the motivation, the information networks, and the money, will become even better educated and that the poorly educated, who do not have the motivation, the information networks, and the money, will be left out of the new educational options. Van Dusen, Miller, and Pokorny see government subsidization of educational information centers as a means of ensuring neutrality of information, i.e., ensuring that the information and advising provided is client-centered rather than institution-centered.

From telephone and in-person interviews which he conducted in the ten states (California, Florida, Illinois, Michigan, New Jersey, New York, Ohio, Pennsylvania, Texas, and Wisconsin) which contain approximately 57 percent of the United States population and the majority of the United States postsecondary institutions, Hilton also concludes that greater government subsidization is necessary if lifelong learning is to be a reality for everyone--including the poor and under-educated adult (Hilton March 1979, p. 7). Hilton sees additional funding as so necessary that he forsees program activity as not

being sustained or expanded without it (Hilton March 1979, p. 16).

According to Hilton, if funding levels remain the same as they are now, the direct funding of large numbers of local counseling centers will not be feasible. However, existing local counseling centers might be designated as EICs, and be provided access to an EIC data bank (Hilton January 1979, p. 7).

Desirable Program Functions

Cross (1978, p. 38) feels that making a self-assessment instrument available to adults would render them an important service. Efforts should be made to discover what adult learners want to know about themselves, examine existing instruments for applicability and then modifying them or devising new ones as appropriate, and recommend a program which would administer the instrument and interpret the results.

In January 1979, a survey of EIC programs in 44 states was conducted. The states ranked various EIC program functions in order of priority. The order in which the states ranked the priorities are as follows:

1. Determining what information should be provided
2. Determining types and amounts of services provided by core and center staff
3. Publicizing EIC services among state residents
4. Writing the EIC state plan
5. Coordinating EICs with other similar programs
6. Collecting, updating, validating, and disseminating information to the public
7. Assessing the need for an EIC program
8. Managing the program once it is operational
9. Identifying funding alternatives for the program
10. Training EIC staff
11. Establishing and identifying the role of an advisory committee
12. Establishing criteria for designating local centers

13. Evaluating EIC efforts

14. Defining legal and ethical policy issues related to the program

15. Using computers in disseminating information

16. Using toll-free telephone inquiry systems

17. Documenting the need for better national funding

(Hilton January 1979, p. 7).

A follow-up study of clients of the Rhode Island Career Education Project determined that, from a client point-of-view, the five most beneficial services were (in order) the (1) guidance and support of the counselor, (2) printed materials, (3) occupational information, (4) resource center, and (5) education and training information (Arbeiter et al. 1978b, p. 22).

Planning Considerations

An article which appeared in the April 1978 Bulletin recommends that the following items be taken into consideration when planning an EIC: (1) an EIC system should be broadly based; (2) existing resources should be used; (3) cooperative planning should include important segments of the higher education, guidance, and vocational planning communities; (4) EIC funding should come from a variety of sources; (5) only timely, accurate, and unbiased information directly or closely related to educational or career decision-making should be provided by the system; (6) an evaluating mechanism should be built into the program; (7) the EIC system should be designed to serve all residents of the state; and (8) EICs should be institutionally and governmentally neutral, aid individuals in making decisions rather than making decisions for the clients, and not state preference for one career or school over another ("Progress..." April 1978, p. 1).

The homebound should also be considered when planning an EIC. Van Dusen, Miller, and Pokorny (1978, p. 7) recommend the establishment of a statewide telephone network or the use of advisory services that travel from place to place so that the homebound have access to the services of an EIC.

Organizational Structures

Heffernan, Macy, and Vickers recommend the following as being appropriate for delivery of services: (1) free-standing agencies, (2) new institutions in existing systems, (3) con-

sortuims of institutions, and (4) new units within established institutions (January 1976, p. 7).

The concept of EICs which Hilton (January 1979, p. 7) finds emerging is one in which EICs primarily provide a centrally developed bank of information which would be disseminated through an existing network of counseling agencies. A core staff would be responsible for ensuring that data collected was accurate, deciding what data to collect, collecting the data, and determining the form in which the data would be disseminated to the counseling agencies.

Van Dusen, Miller, and Pokorny (1978, pp. 8-11) envision an effective EIC state network as being comprehensive (providing information and counseling on all educational options), coordinative (bringing together state and federal funding agencies, educational institutions, local information agencies, businesses and industries, and the potential learner), and evaluative (identifying existing services and assessing their effectiveness, delineating the need for educational and career information, describing major gaps, and evaluating the quality of information that the EIC network both gathers and dispenses.

Centralization of some services is recommended to reduce duplication of effort and cut costs. "Staff training programs can be developed at the state level for use by various service agencies. A central, comprehensive information bank can be made available to local providers at less cost than when information files are developed and maintained individually. Consistency of information and quality of service should characterize any statewide network" (Van Dusen, Miller, and Pokorny 1978, p. 4).

The cluster approach is recommended for delivery of EIC services. A physical center, according to Van Dusen, Miller, and Pokorny, may be unnecessary. "Where possible, the funding provided by the federal government should be used to create and maintain a network, building on agencies already in operation and coordinating existing resources" (Van Dusen, Miller, and Pokorny 1978, p. 4).

Data Collection

Cross (1978, p. 31) suggests that a central agency should devise a model to collect and classify learning resources and to limit that classification scheme "...to 'organized instruction' along the lines of the National Center for Education Statistics definition of adult education." The central agency would devise forms and procedures for the efficient collection and storage of data, but the local jurisdictions would use the forms and procedures to collect and update information

efficiently. "The responsibility for collecting and keeping current learning opportunities available nationally would be assumed by the central agency."

The career and educational information collected needs to be fairly local because adults are generally geographically immobile ("Aids..." January 1977, p. 3).

Ways to Deliver Services

Because research shows that people in low-income areas and people who have low educational attainment prefer services which provide personal contact and because higher income groups are better able to cope with less personalized ways to match their interests to available learning resources, personalized counseling services should be overrepresented in low-income areas and, to compensate for the expense which personalized counseling entails, fewer personalized services should be offered in more affluent areas (Cross 1978, p. 40).

Cross continues her recommendation by stating that inexperienced learners be offered one-on-one counseling, average people who need help at certain points be offered group methods and computerized guidance systems, and more independent people be offered self-instructional packages (Cross 1978, p. 42).

Location of EICs

Heffernan, Macy, and Vickers are in agreement with Cross in that all recommend that EICs should be located on neutral ground. This means that an institution or agency which provides brokerage services should be separate from an institution or agency which awards credit or degrees or provides instruction (Heffernan, Macy, and Vickers 1976, p. 6 and Cross 1978, p. 33).

Cross (1978, p. 33) further recommends that information centers be located in low-income neighborhoods because research findings consistently show that "...proximity is a significant factor in the use of educational services."

Serving the Total Person

Serving the total person is recommended as a means of increasing the participation of underserved populations. "Providing information and financial aid won't help if the learning programs are not appropriate to their needs. Providing attractive learning options won't help unless people know about them and outmoded images of 'school' are changed. Improved images won't help if child care and costs remain

problems, and so it goes" (Cross 1978, p. 17).

Thompson and Jensen recommend that noneducational, in addition to educational, institutions and agencies be used so that the total person can be served. "Agencies providing employment information, vocational rehabilitation assistance, financial aid, or social services illustrate the noneducational help that can be available to clients" (Thompson and Jensen March 1977, p. 5).

CHAPTER III

ASSESSMENT PROCEDURES

After reviewing literature relevant to understanding the purpose and scope of EIC activities across the nation, the project staff planned several types of survey activities to assess current services and information provided by a number of organizations in Ohio. The first type, or mode, was developing and sending a survey to selected organizations to determine the nature and extent of their EIC-related activities. The second mode was site visitation to SMSAs where a number of representatives, usually directors of various organizations, were interviewed. Site visits included tours of facilities, introductions to other staff, gathering of handouts, brochures, etc., and brief meetings with clients whenever possible.

A third mode of surveying was telephoning the directors or other staff of various organizations for data about their operations. A final mode was conferring with heads of state agencies and departments that in some way related to EIC activities. These conferences were held in the interviewee's offices in Columbus and provided for a two-way exchange of information along with establishing possible liaisons for future contacts with other state agencies. In addition, project staff attended pertinent statewide conferences and invited two consultants to Columbus to confer about their involvement in developing EICs in other states.

Rationale for Using SMSAs

Standard metropolitan statistical areas (SMSAs) are used as the basis for assessment and recommendations in this report. There are 16 SMSAs in Ohio which encompass 80 percent of the states' population (Map 1 in Appendix VI). The balance-of-state areas are divided into three regions: northeast, northwest, and southern (Maps in Appendix VI).

Since 1910, the Bureau of the Census has used Metropolitan Districts to classify entire areas in and around cities in which the activities form an integral economic and social unit. By 1959, the concept evolved to encompass more qualifications along with a change in title to Standard Metropolitan Statistical Area. The SMSA classification is extensively used

by numerous government agencies as a standard area for gathering, analyzing, and publishing statistics since it distinguishes between metropolitan and nonmetropolitan areas and accounts for places of industrial and population concentration. An SMSA always includes a city with at least 50,000 population or a city with at least 25,000 population in a densely populated area with at least 50,000 population. An SMSA may include contiguous counties if at least 75 percent of their labor force is nonagricultural. The title of SMSAs is always the name of the largest city or a combination of two largest cities. (U.S. Department of Commerce, 1977)

As of 1977, there are 277 SMSAs in the United States, with 16 located all or in part in Ohio. The population of these 16 SMSAs is 8,543,800 or approximately 80 percent of the Ohio total of 10,701,400. The 16 SMSAs include 39 of the 88 counties in Ohio, leaving 49 counties with a total population of 2,157,600. The three largest SMSAs, Cleveland, Cincinnati, and Columbus, each have over a million population. The SMSAs with the least Ohio population are located on the southeastern boundaries and are part of their contiguous states' SMSAs.

SMSAs have been selected over various other divisions of Ohio used by state agencies and organizations (Map 1 in Appendix VI) because EIC services must be located where the most potential users have access. Since the bulk of the population resides within the SMSAs, EICs would be best organized within them as well.

The population concentration in SMSAs makes them ideal for identifying clusters of organizations that presently do or may need to cooperate with each other to provide services. The mandate in the EIC legislation is that all of the population has reasonable access to services. Reasonable access is difficult to generalize for an entire state's diverse population. Individuals in larger cities often feel that reasonable access is a twenty-minute drive across town or ride on a bus, while those living in rural areas may be accustomed to driving much further and longer for necessary services. The best assurance of access for most of Ohio's citizens is to organize EIC services in the densely populated areas at this time.

Although organization of SMSAs is preferred, other divisions which include the balance-of-state areas could be feasible. One such division is primarily used by state agencies which organized or reorganized during Governor Gilligan's administration. These district lines were drawn by dividing the states' 88 counties into 11 more or less equally sized regions. The Bureau of Vocational Rehabilitation uses this division, with slight modification, for its distribution of local service districts (Map 1 in Appendix VI).

Surveys

A survey instrument (Appendix III) was developed to yield as much information as possible regarding the wide range of services and information that organizations or centers could be providing. This survey, approved by the Ohio State University Human Subjects Review Committee, was sent to 192 sites selected as representative of Ohio organizations providing EIC-related services. A number of sites were selected from each SMSA and the three balance-of-state, or rural, areas. Sites which represent different types of organizations offering EIC-related services were selected from each SMSA. The types are:

1. Centers supported by and functioning as part of higher education institutions, such as counseling centers and placement offices which mostly serve enrolled students, including adults.

2. Centers in some way affiliated with or supported in part by higher education institutions but also having outside support (state, federal, or private) to provide services to adults not enrolled.

3. Centers affiliated with and supported by community organizations, such as a public library or YWCA.

4. Centers primarily independent of higher education or public support which are supported by grants from foundations, corporations, and/or client fees, etc.

5. Centers receiving a portion of their funds from a variety of state or federal agencies, such as CETA, Cooperative Extension Service, Proprietary Schools, JVS.

6. Private corporations which offer EIC type services and information to their employees.

More specifically, the following organizations were identified, listed, and, in many cases, surveyed for this study:

Proprietary schools
Two year colleges
Joint vocational schools
Private organizations
Social service agencies
Special interest--oriented organizations
Comprehensive Training and Employment Act (CETA) agencies
Cooperative Extension Service offices
Others, including armed forces recruiting stations
Public schools
Four year colleges/universities

Rehabilitation agencies
Public libraries
Fortune 500 firms

All of these are listed, with address, phone numbers, and contact persons (when known), in the Directory of Organizations Providing Education Information/Career Counseling Services to Ohio's Post-Secondary Population (1979) which is included as a separate part of this report.

The sites for the study were selected from compilation of the lists acquired from a number of cooperating organizations along with those gleaned from comprehensive searches of:

1. pertinent literature available in journals, ERIC, conference proceedings, etc.
2. library references and directories
3. telephone directories of major cities
4. membership lists of professional organizations

The individuals, agencies, or organizations which provided lists for the study are:

Catalyst

Cooperative Extension Service (Clarence Cunningham)

Displaced Homemakers (Business and Professional Women's Foundation)

Education Opportunity Centers

Governor's Grant Office--CETA

Minority Women Employment Program

National B'nai B'rith (Susan Brown)

National Center for Educational Brokering

Ohio Board of Regents, Lifelong Learning

Ohio Bureau of Employment Service

Ohio Career Information System (OCIS) (Debbie Gorman)

Ohio College Association (Gary Andeen)

Ohio Department of Education, Division of Guidance and Testing (Ray Wasil)

Ohio Department of Vocational Education/Adults (William Ruth)

Ohio Occupational Information Coordinating Committee

Ohio Office of Manpower Development

PLACE (Jean Patterson)

Rehabilitation Services Commission (Terry Etling)

State Board of School and College Registry (Frank Albanese)

State Library of Ohio (Richard Cheski)

The first wave of surveys was followed with reminder telephone calls and a second mailing when necessary. In addition, surveys were sent to several organizations which were identified through returned surveys.

A total of 77 (40 percent) of the surveys were returned, although six were not used because they arrived after the deadline date or were too incomplete. Data from the 71 (37 percent of total sent) useable questionnaires was coded and punched for computer analysis. It was statistically analyzed with several programs of the Statistical Programs for the Social Sciences (SPSS). Results are reported in the next chapter of this report, along with tables displaying some of the findings.

Site Visits

Seven of the sixteen SMSAs in Ohio were selected for site visits on the basis of size and geographic distribution. Appendix III indicates SMSAs and balance-of-state places visited. Time constraints limited the number of visits possible, thus forcing project staff to choose representative SMSAs and balance-of-state cities. Appointments were scheduled with representatives of several organizations during each site visit. In addition, economic and demographic data about the community was gathered from local reference sources whenever possible. Appendix III contains a list of places visited and primary persons contacted. The site visits afforded opportunities to see the facilities, learn how accessible they are to their clients, talk to staff members and meet with clients on an informal basis. Examples of handouts and forms given to clients were gathered, along with any literature generally provided to clients or potential clients.

The site visits were very important for understanding the networks and liaisons among the various organizatons providing EIC type services in the communities. The contact persons, usually the directors, have, for the most part, compiled directories for their own use of other individuals, agencies, organizations, references, etc. that can be contacted for client referrals or additional information. Visiting project staff contacted several of these resources while in the community for additional information about the working relationships among the organizations.

Telephone Surveys

Numerous telephone calls were made to contact persons in state agencies or in organizations around the state that would not be visited by project staff. These yielded information regarding services provided and/or linkages among the organizations in their geopraphic regions. In some cases, telephone calls were made instead of sending surveys because of time and other constraints.

Meetings

Meetings were held with representatives of state agencies and departments to assess state-wide activities that relate to EICs. As a result, a number of important liaisons were established that will be useful for coordinating and increasing EIC services in the state. Understanding the organization of the state's various agencies, their service divisions of the state, and their techniques for disseminating information is useful for organizing and establishing the EIC program in Ohio. In many cases the representatives volunteered to serve on advisory committees or in other ways offered their agency's cooperation to the EIC program effort.

Conferences

Project staff attended the following conferences to widen their understanding of the impact of these programs' efforts and findings on the development of the EIC program in Ohio:

1. Lifelong Learning Needs Assessment Conference, April 26-27, Akron (Theme: Assessing the needs of adult learners. Keynote speaker: K. Patricia Cross)

2. Ohio Conference on Career Education, May 17-18, Columbus (Theme: Collaboration Among Business, Industry, Labor and Education)

3. State Occupational Information Conference, May 22, 1979, Columbus (Theme: Introduction to major sources

of occupational data and its dissemination in Ohio)

4. Master Planning for Adult Learners, May 23-24, Columbus (Theme: Providing adults with opportunities to learn in Ohio. Keynote speaker: Alan Knox)

These conferences also provided opportunities to meet individuals involved in EIC activities, to discuss their programs or to schedule future appointments. Discussions with representatives from other states were very helpful to ascertain how their EIC programs have been developed and marketed to their constituents.

Consultants

Two out-of-state consultants were invited to meet with the project staff in Columbus for day-long conferences.

1. William J. Hilton, Director, Office of Information Services, Illinois State Scholarship Commission, Illinois, May 7, regarding a national perspective of EIC programs, outcomes of his national survey, planning and political considerations for EIC programs, etc.

2. Marilyn Jacobson, Director of the Adults Career Advocates Project, Northwestern University, Illinois, May 18, regarding outcomes of her survey of Chicago's information centers, possible models for EICs, needs assessment, CETA connections, etc.

A statistician with expertise in computer analysis, Richard Haller, Columbus, was consulted to aid in the statistical interpretation of the data from the returned surveys.

Several National Center for Research in Vocational Education staff members were also consulted when appropriate to their area of expertise. Among others, Dr. Robert Campbell, Senior Research Specialist, who is currently developing a typology of adult career counseling needs and services, provided project staff with valuable insights about counseling adults regarding career concerns. Dr. Ned McCaslin's work in assessing needs for career education programs was useful for ascertaining possible needs assessment techniques for EICs.

The following Chapter 4 of this report discusses the findings from these various modes of assessing the status of the EIC program in Ohio.

CHAPTER IV

RESULTS OF THE ASSESSMENT

As described in the previous chapter, a number of procedures were used to assess the extent of EIC services in the state. Care has been taken, in every way possible, to report results accurately and comprehensively. A broad definition of an EIC has provided the basis for assessment. Every consideration has been given to fair presentation of highly subjective data which was self-reported by organizations. In no way does this report intend to serve as an evaluation of the organizations or services surveyed.

Despite the attempts to include as many organizations as possible, there surely are others that have not been included. This chapter will report the results according to the modes used for assessment. Conclusions and suggestions are presented in Part II: Planning for Career Education Information Services for Ohio Citizens of this report and reiterated briefly in Part V: Synopsis of Career and Education Information Services for the Ohio Citizens Report.

Surveys

Tables have been generated to display data responding to several items on the surveys. The total number, or n, of surveys returned was 71 out of 192 sent. Appendix III lists all organizations that received and returned surveys. These data, therefore, represent 37 percent of the organizations which were sent surveys. Table 1 reports the numbers of organization locations in the SMSAs and the balance-of-state. It is important to note that organizations from Cleveland, with 21 percent of the 71 responses and Columbus, with 11 percent, are heavily represented in the results. Surveys from 28 percent, the balance-of-state organizations, represent cities and towns not geographically located within the boundaries of SMSAs.

The data about clients served by the organizations during an average month is too varied and inconsistent for computer analysis. The abstracts ("EIC Briefs") in Part V of this report cite this data as it was reported by each organization.

General observations can be made, however, regarding the population served by these Ohio organizations. Most are women, although a sizeable number of men are served, who are between eighteen and fifty-four years old, with more in the twenty-five to forty-four age range than any other. Almost all clients are Caucasians; some are Blacks, along with a very few Orientals and Spanish-surnamed. Most have completed high school and some college and are either homemakers or employed full or part-time. Most report annual incomes under $8,000, although a sizeable number report up to $14,000.

Table 2 is an aggregate of the answers to the survey question, "your organization is physically located in, affiliated with, funded by (check as many as apply)." It indicates that most, or sixty-four percent, of the organizations returning surveys, are in some way connected to higher education institutions. More, however, or twenty-seven percent, are actually funded by state agencies than the twenty funded by higher education institutions. The institutional category, "other," includes the public schools and cooperative extension services.

Note that the organizations' location or affiliation does not necessarily indicate their funding sources. Also, every organization checked as many as applied and could therefore be located, affiliated, or funded by any number of the institutions listed.

Again, there is no way to analyze the annual budget data by computer since total budgets are not reported by most organizations. They do indicate approximately one-third federal and one-third state sources of funding. This data and data regarding staffing is reported whenever possible in the "EIC Briefs," Part V of this report.

Table 3 reports the percentages of organizations currently providing specified services, along with those planning to provide or having requests to provide them. In many cases, the listed services were simply not applicable to the organizations' purposes and were therefore indicated as such. Of all services, career counseling and referrals to other agencies are provided by most (82 percent). Providing literature is the service offered almost as often (79 percent), although another 4 percent plan to have it within a year.

While offered by 63 percent, testing services are planned by another 4 percent with 6 percent having requests to provide testing. The least offered service is computer searching at 18 percent, although 4 percent plan to offer it and another 9 percent have requests to do so.

Table 4 indicates the types of information provided, again by percentages. More complete descriptions of some of the information are found in Part I of this report. Most, or 78 percent, provide information about career opportunities. Approximately 60 percent provide post secondary related information while the least offered information concerns military career opportunities. About half offer GED information, with 20 percent reporting that it is not applicable to their organization.

The availability of various types of materials is reported in Table 5 by percentages of yes or no answers. The types least available are related to the newer technology of the field. No organization has needle sorts, while only 9 percent have microfiche data bases and 11 percent have access to an interactive computer system. Several organizations cite COIN's microfiche and OCIS's computer data base, although others indicate that they would like to have either or both. At least two-thirds of the organizations have the other types of materials, and most offer post secondary information in some format.

The next, Table 6, displays the percentages of organizations using various techniques to inform the public of their services. About half regularly send direct mail notices and ads in the telephone directory while a third use newspaper, television, and radio announcements regularly. Billboards and community area displays are least used on a regular bases.

Table 7 indicates that most, 63 percent, of the clients contact the organizations by telephone, while another 42 percent walk in for service or information. Although 56 percent indicate some contact by mail, it is the least regularly used method. About one-fifth of the clients are referred by other agencies as their first contact with the organization. Table 9 indicates that 76 percent of the organizations receive referrals from other organizations, while 72 percent made referrals to others.

Table 8 shows that 50 percent of the organizations are located on a bus line, while 73 percent have free parking nearby. Few, only 16 percent, provide brief child-care services for their clients.

In general, the surveys show that the organizations surveyed offer a wide range of services and information with varied degrees of comprehensiveness to a somewhat narrow range of the population in Ohio. Few organizations returned surveys with all questions answered, although most attempted to provide as much information as they could despite their different systems of record keeping.

Table 1

EIC LOCATIONS WITHIN 20 MILES OF AN SMSA

SMSA	Number	Percentage
Akron	4	6%
Cincinnati	6	9
Cleveland	15	21
Columbus	8	11
Dayton	1	1
Hamilton-Middletown	1	1
Lima	1	1
Lorain-Elyria	2	3
Mansfield	3	4
Marietta	1	1
Toledo	4	6
Youngstown	2	3
Balance of state	20	28
Total	68	95%

n = 71 out of 192, 3 no response

Table 2

AGGREGATE OF LOCATIONS - AFFILIATIONS - FUNDING

Type	Location	Affiliated	Funded	Total
College/University	20%	24%	20%	64%
State Agency	5	11	27	43
Federal Agency	1	4	22	27
Joint Vocational School	9	7	6	22
CETA - City Hall	2	6	11	19
Small, Private, Profit	6	5	6	17
Library	6	3	3	12
Neighborhood, Community Center	5	2	0	7
United Way	2	2	2	6
Educational Brokering Agency	1	3	1	5
Women's Center	1	3	0	4
Other*	15	23	12	50

(Continued)

Table 2 (Cont'd.)

AGGREGATE OF LOCATIONS - AFFILIATIONS - FUNDING

*Includes:	Local small school districts	17
	Cooperative Extension Service	9
	Network/Consortium	7
	Ohio Bureau Employment Services	5
	Large business	4
	Church	3
	Shopping center	2
	YMCA	2
	Union	1

Table 3

STATUS OF SERVICES OFFERED BY EICs

	Currently Provided	Plan to provide within a year	Have requests to provide	Not Applicable
Career counseling	82%	1%	3%	3%
Educational counseling	61	0	1	11
Referrals to other agencies	82	1	0	4
Client advocacy	34	0	6	13
Testing (interests, aptitudes, abilities)	63	4	6	6
Providing literature (careers, education, etc.)	79	4	1	1
Computer searches for education and career information	18	4	9	23
Seminars/workshops	60	4	31	10
Courses (credit or non-credit)	47	6	11	13
Job referrals	58	0	6	11

n = 71 out of 192

Table 4

STATUS OF INFORMATION PROVIDED BY EICs

	Currently Provided	Plan to provide within a year	Have requests to provide	Not Applicable
GED requirements/programs	55%	0%	1%	20%
CLEP requirements/programs	42	3	3	18
Post secondary institutions	61	0	1	14
Post secondary application/entrance requirements	62	0	0	16
Post secondary financial aid/scholarships	56	0	0	14
Post secondary degree/certified programs	59	0	0	16
Post secondary courses	63	0	0	13
Career opportunities/requirements	78	1	1	6
Credit/non-credit/non-degree/continuing education courses/programs	62	0	0	9
Proprietary school/trade school programs	52	0	3	18
Military career opportunities	35	0	0	24

(Continued)

Table 4 (Cont'd.)

STATUS OF INFORMATION PROVIDED BY EICs

	Currently Provided	Plan to provide within a year	Have requests to provide	Not Applicable
Vocational career opportunities	73%	0%	3%	11%
Veterans educational benefits	51	3	3	17
Interview/resume-writing/job seeking skills	65	3	0	10
Local/state job openings	54	1	1	13
Self assessment instruments (interest inventories, etc.)	55	4	4	10

n = 71 out of 192

Table 5

MATERIALS AVAILABLE IN EICs

	YES	NO
Manual files of educational occupational information	73%	11%
Microfiche data base (specify system)	9	65
Needle-sort information (specify system)	0	72
Interactive computer data base (specify system)	11	62
Post secondary catalogs, handbooks, schedules, etc.	82	10
Brochures, pamphlets, fliers, etc. about post secondary education training opportunities	80	11
Occupational Outlook Handbook	75	9
Dictionary of Occupational Titles (DOT)	73	14
College information reference books	73	14
Bureau of Labor Statistics job information	70	16
Textbooks	68	20
Slides, films, other A-V materials	61	24
Tests, examples of tests	68	18
Handouts your organization prepares of materials adapted from other sources	59	24
Examples of resumes, application forms, etc.	78	7

n = 71 out of 192

Table 6

TECHNIQUES USED TO INFORM PUBLIC OF SERVICES

	Regularly	Occasionally	Never
Telephone book listings/advertisements	51%	4%	21%
Television/radio announcements	21	38	17
Newspaper announcements/advertisements	32	41	6
Posters in public places	23	42	10
Direct mail notices/brochures	49	30	4
Printed information in display racks at public places	34	25	13
Billboards	6	7	51
Exhibits in shopping centers, community centers, churches, etc.	4	41	23
Special community meetings	21	41	11

n = 71 out of 192

Table 7

HOW CLIENTS CONTACT EICs

	Most often	Sometimes	Never
Telephone	63%	24%	1%
Walk in	42	47	0
Referral from another agency	21	63	4
Mail	16	56	9

n = 71 out of 192

Table 8

ACCESS AND CHILD CARE SERVICES

	Yes	No	Not applicable
Is located on a bus line?	53%	24%	11%
Has free parking nearby?	73	16	3
Provides brief child care?	14	66	9

n = 71 out of 192

Table 9

REFERRALS TO AND FROM OTHER ORGANIZATIONS

Does your organization make referrals to other agencies or organizations offering similar services?

Yes 72% No 17%

Does your organization receive referrals from others?

Yes 76% No 11%

Site Visits. The data gathered through site visits is more subjective than that reported by the surveys. More than any other facet of the assessment, the site visits provide an overview of the EIC-type activity in the state from an operational viewpoint. The day-to-day activities, accessibility, and the ambiance and dealings with clients were noted as a matter of course before and during interviews with representative staff members or, more often, directors of the organizations. This report offers some highlights and insights without describing each visit according to a prescribed and structured report.

The Akron area activities are typical, in many ways, of those in other SMSAs visited by the project staff. This area has been undergoing a period of economic depression due to recent closings of tire-building plants in Akron. Various agencies and organizations have increased their service to help adults learn new skills and find new jobs, especially in the growing services industries such as hospital paramedics. According to the director of the Adult Services Center, a function of the Akron public schools which houses the Adult Basic Education (ABE) program, there are no funded programs to provide adults with career counseling or educational information. The director sees an urgent need for places where adults can assess their own interests and skills in order to make decisions about their opportunities.

Recently, the University of Akron increased its services to the community by sponsoring the Adult Resource Center (ARC) which is an outgrowth of their ongoing continuing education program's counseling services. Its director, Kathryn Vegso, describes ARC as a brokerage service which provides educational information, guidance, and referral and reflects a collaboration among the educational, business, governmental, and social service units of the Akron community. This community education center provides career/life planning for persons and organizations in the Greater Akron Area.

In keeping with the concept of the acronym ARC, which symbolizes one more linkage between the University and the community, community sites of ARC have been established in local libraries and at the Akron Women's Network. ARC is staffed by trained learning consultants who have experienced their own career/life changes and recognize the value of lifelong learning. They help individuals define goals and interpret assessment techniques and provide relevant information for sound career decision making.

Kathryn Vegso is also an advisor to the Women's Network, a CETA-funded CAP program located in downtown Akron. This three-week program is offered to CETA-eligible women to help

them assess their career needs and upgrade their job-seeking skills. Another CETA-funded program is provided by the Metropolitan OIC which helps adult clients upgrade their reading and math skills in order to become eligible for CETA vocational training.

Vocational education is "very strong in Akron" according to the city school's career education director Nick Topougis. He further concluded that since most adults have less than sixth grade reading skills, libraries are not an ideal place to send them for career counseling. He recommended that the local information and referral directory or hotline be used by those wishing to be referred for counseling or educational information and further suggested that those needing these services contact ARC, the Ohio Bureau of Employment Services office, or the Women's Network.

The other SMSAs visited have similar ranges of services, although several organizations and individuals are cited as examples of various types of services offered:

Cincinnati. The Cooperative Extension Service's Urban Extension Agent Bob Davis has a "mini placement bureau" to coordinate the many calls he receives from companies wanting to hire employees for agriculture-related jobs. He sees a growing need for a more formal system of career counseling and placement but recognizes that it would require funds designated specifically for that purpose.

The only Minority Women Employment Center in Ohio is one of nine of national network sponsored by the U.S. Department of Labor. The program's purpose is to recruit and place women and, recently, almost as many men in professional and managerial positions. No fee is charged for the testing, counseling, and other services leading, in most cases, to the client's placement in high-level business/industry positions.

Cleveland. The Cleveland Scholarship Program is unique in Ohio and the nation. Funded by corporations, foundations, and citizens, it has successfully aided thousands of Cleveland graduates in continuing their education at all types of post secondary institutions. Its director of nine years, Clarence Mixon, however, feels new sources of funds must be developed to continue the services at their current levels.

PLACE, located and funded by the Cuyahoga County library, offers free career counseling/educational information services to its clients. Many clients hear PLACE's director Jean Patterson on a popular radio show once a week. She is especially geared to "what adults can learn without leaving the

area" and trains the staff at the twenty-six branch libraries to help clients find appropriate career resources. Ms. Patterson developed a three-volume notebook of area resources that is used in the twenty-six libraries for information about all types of educational opportunities and careers, especially those in the Cleveland area.

The Displaced Homemaker Program is part of the WomenFocus Project located at the three Cuyahoga Community Colleges (CCC). Director Rosalyn Talerico says that the free services include testing for math and science proficiency and testing for interests and abilities. She feels that a comprehensive needs assessment is necessary to develop the program to meet more needs of the diverse population in the area.

Columbus. The OPTIONS program, directed by Gay Hadley, is a brokering service offering career counseling/educational information services. Clients' fees depend upon the extent of services desired, which can include a wide range of learner opportunities, handouts, testing, and counseling. The program's offices are located in the downtown public library, but "learners" and volunteer "learner consultants" can and do meet anywhere convenient in the community. OPTIONS provides clients with access to the computerized OCIS and to COIN microfiche.

Tomorrow's Education Now (TEN) is a community services department program directed by J.E. Mixon. TEN assists clients in solving their problems related to college placement, preparation for college entrance exams, and selection of post secondary institutions. TEN's free services include tours of post secondary institutions, college nights and workshops to help participants apply for enrollment and secure financial aid. TEN has materials and information to facilitate college placement, provides counseling services, and refers clients to social service agencies and a free notary public.

Dayton. The Upper Valley Joint Vocational School in Piqua uses the school's cable television and radio facilities to advertise its courses. Adult learners have access to counseling services in the evenings. The local McDonalds fast food restaurant provides, free-of-charge, additional advertising with printed placemats that announce community events scheduled at the JVS along with JVS course offerings.

The Career Development Center, affiliated with Wright State University, has two CETA grants to provide back-to-work courses and CETA client-intake evaluation services. It provides counseling and educational information services to clients not enrolled at the university.

The Educational Opportunity Center, directed by Wendy Walker, operates part of the Dayton-Miami Valley Consortium. It provides educational information about opportunities in higher education to students from disadvantaged backgrounds. It is the only center funded by the U.S. Office of Education in the state, one of thirteen in the national EOC network created in 1972.

Marietta. Charles Foshee, Marietta College's Associate Dean and Director of Continuing Education, is very enthusiastic about their growing services for adult learners. The numbers of adults returning to school for career changes, improved skills, or avocational pursuits has considerably increased, especially since there are few other continuing education resources in the area. Counseling is provided in the evening for the non-traditional learners. About half of them are men, since local industries support some of their continued education.

Toledo/Bowling Green. This area seems to have a viable network of individuals cooperating to provide adults with EIC type services. Providing much of the leadership in organizing the network is Sue Crawford, director of Bowling Green State University's Center for Continued Learning. Located in downtown Bowling Green, it provides counseling referrals, short courses, programs, and workshops for adults i northwest Ohio. Most services are free, although a small fee is charged for testing and interpretation. Ms. Crawford works closely with Nancy Wyant, director of the university's Counseling and Career Development Center, who has surveyed the students to assess their career needs and says that adults are very concerned with their ability to compete with younger students in school and in the job market. Others in the informal network include Edith Myers, who directs the Center for Women at the University of Toledo, Gerald Mallot at Defiance College, and Linda Lee at Owens Technical College.

Non SMSAs: Athens. The Southern Ohio EICs Consortium is supported, along with a Title I HEA grant, by six higher education institutions located in southern Ohio. Coordinator Betty Mensen is located at Ohio University, Athens while Assistant Coordinator Nina Thomas is located at the University of Cincinnati. The services are delivered by three rural and three urban counselors who travel throughout their respective areas to provide impartial educational information and career counseling. Their times of operation at libraries and other community places are advertised by brochures, television, radio, and newspapers.

Non SMSAs: Findlay. At Marathon Oil's corporate headquarters, Charles Fuller administers the tuition aid program

and encourages employees to return to school to fulfill their career goals. His personal interest in career changes has fostered the counseling he provides to employees, especially those contemplating mid-life career changes. Although he has developed a comprehensive career counseling service model, the corporation is not yet willing to officially sanction it as part of their benefits for employees.

Telephone surveys. Although many calls were made to various organizations in the state and nation, only one is described. The unexpected shutdown of the Mansfield Tire and Rubber Company in 1978 forced community leaders, including Henry Fallerius, president of North Central Technical College, to organize the Education Committee. It brought together representatives from labor, management, and health and welfare agencies and vocational educators from schools, colleges, and skill centers. They surveyed the places offering vocational training and proposed a program to provide career counseling, information, and registration for retraining courses. Grants from CETA and the Ohio Department of Economic and Community Development funded the program for FY 1979. At thirteen interview locations in Richmond County schools, counselors helped the unemployed decide among the various options and opportunities they had for learning new skills and finding new careers. The community-wide effort was possible through cooperation and use of existing services and facilities.

Meetings. Appendix III lists the meetings held with representatives of state agencies and departments to assess EIC-related state-wide activities. The results of meetings most pertinent to the study are briefly discussed.

Ohio State Library System. (Richard Cheski and Floyd Dickman). Libraries provide various types of career and education information and could be part of an EIC network. Librarians, especially those in small libraries, need help in deciding what materials should be purchased to provide clients with up-to-date, relevant career and educational information. At this time, there is no consistancy in these resources available in Ohio libraries.

The State Library System would be very convenient for disseminating EIC-related information as there are 94 depositories in Ohio that automatically receive all materials produced by the state. A monthly "News from the State Library" newsletter, which is sent to all 249 libraries in the state system, would be a viable way to promote EICs and recommend EIC resources for purchase. Another mode of disseminating information is through the multi-county cooperatives and the area library service organizations. (See Map in Appendix VI). Since "people have less aversion to using libraries

than formal education agencies," Cheski sees possibilities for library-based EICs such as the ones described in the New York State HELAS Report. (Review of Literature, p.). However, at this time, lack of funds constrains the development of such a program in Ohio. The only known successful library-based EIC-type service is PLACE, directed by Jean Patterson, in Cuyahoga County.

CETA, Governor's Grant Office (Larry Salyer). The OCIS computerized data system has been funded for Fiscal Year 79 as a model project in the search for career counseling resources. Once proved to be effective, the OCIS model will be offered to the twenty-three prime sponsors in the state.

Prime sponsors contract with local agencies and institutions, usually the Bureau of Employment Services, to provide career counseling and educational information to clients. Workshops about career counseling, offered by the Governor's Grant Office to prime sponsor representatives, are "jam packed." Prime sponsors receive career-related and occupational information from the Ohio Office of Manpower Development.

State Department of Education, Division of Guidance and Testing (Ray Wasil). There is an increasing press to provide adult programs in the state's joint vocational schools, as well as counseling and testing services. Some industries, i.e., Goodrich and Firestone, have cut their training programs and send employees to local public schools for education and skills training.

Although no state law prevents it, few public schools open their doors to adults who seek career counseling and educational information. Local school boards make the decisions regarding adults' access to school facilities. However, public schools are least partial about post secondary education opportunities and would be ideal providers of EIC services to adults.

Ohio College Association (Gary Andeen). Seventy-one of over 100 higher education institutions in Ohio belong to OCA, which is essentially a coordinate agency for interinstitutional activities. Among its programs are public relations and marketing of the educational services at member institutions.

OCA staff members formulate or create, repackage or publish, and distribute information about courses, programs of study, financial aid, etc., for use by high school counselors as well as potential non-traditional students. Aside from disseminating printed information, OCA staff makes presentations at counselor workshops and serves in a liaison capacity

to those providing educational information services.

Cooperative Extension Service (Clarence Cunningham). Every one of the 88 counties in Ohio have a cooperative extension office, many in urban areas, with at least two agents, along with support staff. Much of their work deals with supplying information (brochures, flyers, leaflets, newsletters, etc.), answering questions by telephone, or conducting workshops. Extension agents would be ideal providers of career and educational information to adults if there were adequate funding and reliable information supplied.

Although Career Counseling Coordinators were designated in 1962 to serve the 4-H youth, career counseling is not a primary thrust. There are currently no formal arrangements for adult career counseling; however, agents find themselves providing career and educational information in relation to careers in agriculture and home economics on an informal basis. The extension offices have remote access and, in some cases, direct access to computers to analyze cost efficiency of farming and energy-related problems. Career information software, such as OCIS, could be used through these computers if it were made available through outside funding.

Conferences. The two conferences, "Lifelong Learning Needs Assessment Conference" and "Masterplanning for Adult Learner," sponsored by the Ohio Board of Regents, provided useful background information and helped project staff identify key individuals involved in EIC-type services throughout the state. One recurring theme in speeches by Russell Garth, Alan Knox, K. Patricia Cross, and others is the need for local organization of client-centered information. The "Ohio Conference on Career Education" also provided contacts and background information along with an understanding of linkages among the business industry and education sectors in the state.

The State Occupational Information Conference focused upon organization and dissemination of occupational data in the state. Jeff Windom, the OOICC Director, reviewed the brief history of the OOICC which was founded in 1977 in compliance with the National Occupational Information Coordinating Committee (NOICC) legislation. The OOICC's objectives are to subsume current systems of occupational information into a comprehensive system for sharing of timely, reliable, and uniform information in the state. The OOICC will not collect new data but hopes to integrate existing data collections into one with a standard classification system. The comprehensive data will incorporate Department of Labor, U.S. Bureau of the Census, Higher Education General Information Survey, U.S. and Ohio Employment Services, Unemployment Insurance Services, CETA, and the Vocational Education Data System (VEDS), among others, to

answer most pertinent questions about career opportunities, training programs, industrial policy, etc. One mode of dissemination is through the Ohio Career Information System (OCIS) software used with in-place computer systems wherever possible.

Consultants: Peggy Anette, EK Director, State of Washington. One solution to having accurate local information available in the OCIS or COIN data bases is to have local organizations compile the information and sell it to them. Two topics that create the most disagreement among planners of state EIC programs are agreed-upon programs and lines on state maps to designate areas of service. Anette recommends that Ohio use EIC monies to organize and coordinate EIC services and information on a statewide basis to avoid duplication, market services effectively, and disseminate efficiently. The EIC program should coordinate with the Ohio Occupational Information Coordinating Committee (OOICC) for mutual benefits to Ohio citizens.

William Hilton, Administrative Director of Information Services, Illinois State Scholarship Commission. Steps to successful EIC planning and development include:

1. Building a strong local constituency, usually in the form of an EIC advisory group, comprised of key representatives from all segments of the state's population. It is essential that the (Ohio Board of Regents) staff relationship with this group of advisors be calculated to build ownership of the EIC program among its members. They should not be a "rubber stamp" organization. Ideally, they should be given every opportunity to help in the structuring of the EIC plan and in the formulation of the policies which govern that effort.

2. Producing a good and useful product. The heart of the program is what it does. The EIC effort should be designed in such a way that it is useful to as many constituent groups as possible, for it is from those groups, each acting in its own best self-interest, that the power of the program is derived. The greater the number of people in Ohio who would feel a sense of loss if the program ceased to exist, the greater the future security of the program.

3. Telling the EIC story often and effectively. State EIC administrators must become more adept at evaluating their efforts so that they know the true impact of the EIC programs, and at "blowing their horns" so that the "power that be" both at home and on the national level will feel safe in providing continued support for this legislation.

In addition, needs assessment should be a first step in any programmatic effort. Needs assessments may be general or precise; however, it is not always possible to know in advance how much precision is needed for effective planning. The more precision sought, however, the more costly and time-consuming the needs assessment effort will be.

Marilyn Jacobsen, Director of Adult Career Advocates Project, Northwestern University, Illinois. In this study assessing EIC activities in Ohio, interviewing current or previous clients would be of little value in view of the time restrictions and, more importantly, in view of the ample literature available which provides an index of client needs and programs responsive to those needs. For the purpose of this investigation, data pertinent to Ohio clients based on location, sex, age, race, etc., can be derived from previous studies. Experience with client interviews suggests that the technique of interviewing clients is time-consuming and yields little unless it is part of an in-depth, on-going, center-evaluation study.

A university research organization should be available to each or to several EICs. This would make graduate student interns available to staff EIC centers and would provide outside assistance with program development, evaluation, and staff development. Suggested evaluation techniques are based upon assessment of the whole EIC environment. Readers of an evaluation report should be able to sense the milieu in which services are offered. The report should recapture the nature of interpersonal exchanges as well as the numbers of persons processed. An attempt should be made to collect information regarding the side effects, e.g., who beyond the client in the family or community might have been influenced as a result of the client being served.

Inasmuch as the literature reveals that most of those attending higher education classes are employed, employers might be approached about offering time programs with presentations about local education offerings and complementary information about the employer's tuition-aid plans.